

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Carol Rogers Thomas

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Centralhatchee Elementary School

(As it should appear in the official records)

School Mailing Address 315 Centralhatchee Parkway

(If address is P.O. Box, also include street address.)

City Franklin State GA Zip Code+4 (9 digits total) 30217-4839

County Heard County State School Code Number\* 674

Telephone 770-854-4002 Fax 770-854-4124

Web site/URL http://www.heard.k12.ga.us E-mail carol.thomas@heard.k12.ga.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Jerry Prince E-mail: jerry.prince@heard.k12.ga.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Heard County Schools Tel. 706-675-3320

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Roger Harrod  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☐ Suburban
  - ☒ Small city or town in a rural area
  - ☐ Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	9	22
K	15	15	30
1	8	20	28
2	11	9	20
3	15	11	26
4	4	9	13
5	10	14	24
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	76	87	163

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 10 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 88 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	163
(5) Total transferred students in row (3) divided by total students in row (4)	0.043
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 64 %  
 Total number students who qualify: 105

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 2 %  
14 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	0 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	3 Specific Learning Disability
0 Emotional Disturbance	9 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X      No

If yes, select the year in which your school received the award.      2008

## PART III – SUMMARY

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Centralhatchee Elementary School (CES) began as a high school in 1933 and has continued the same ‘Tradition of Excellence’ for over 81 years. The school is located in the heart of the small town of Centralhatchee, Georgia, population 401. The average estimated per capita income in 2011 was \$21,559 and the current unemployment rate is 11.10%. Regardless of the economic challenges, Centralhatchee and Heard County continues to be a wonderful environment to raise a family. It was not surprising that Heard County was named as one of the “Top 50 Small Cities to Raise Children” by Bloomsburg Businessweek magazine in 2007. The Centralhatchee community is very supportive of its awarding winning school, which is seen as the heartbeat of the community!

After the high school was closed in 1950, a new structure was built and students in grades 1- 8 occupied the school until 2002. With the addition of a new county-wide middle school, the current grade levels, Pre-Kindergarten – 5th began a new era at CES. All that is left of the original structure is a beautiful post and beam gym that was built in 1935 as a part of Franklin Roosevelt’s Work Progress Administration Program. The massive, wooden landmark continues to serve as a gathering place for community and social events.

CES is home to approximately 163 students in grades pre-kindergarten through fifth grade and 29 highly qualified staff members. The average number of years that faculty members have worked in the school is 14 years and 69% of the faculty has a master’s degree or higher. The student population is made up of 88% White, 10% Black, 1% Asian and 1% Multi-racial. Five percent of the population is gifted and 12% is classified as students with disabilities. Centralhatchee Elementary is designated as a Title I school with 64% of the students eligible for free or reduced lunch and is currently ranked in the Top 100 elementary schools in Georgia.

The current “state of the art” facility serves as the epicenter of higher learning that reaches out to the children of this small, quaint community. Once inside, CES students are exposed to the latest technology and are provided differentiated instruction as a means to meet the needs of all students. All staff members at CES take responsibility for educating ALL students because that is what it takes to have a successful school environment.

The school motto, “Continuing a Tradition of Excellence,” simply expresses the daily goal of all who call Centralhatchee Elementary home – past and present. As one of three elementary schools in the county, Centralhatchee proudly bears the reputation of producing high quality students who have an appreciation for academics, family, and community.

The school mission statement, “Committed to Educating all Students”, was chosen through a school-wide contest that challenged our school families and staff members to procure a short, concise statement that best described the purpose of CES. The mission statement clearly describes the school’s ultimate goal. At Centralhatchee Elementary, students are expected to succeed not only in academics, but as well-rounded individuals who can function in all aspects of life.

The school’s beliefs embody the guidelines followed on a daily basis by all involved in the learning process at Centralhatchee. They are as follows:

- We believe that every person has a unique and special value that needs to be nurtured, and that every person has a purpose for being and should be able to pursue happiness.
- We believe that mutual respect enhances the learning and social environment, and that every person deserves a safe environment in which to learn.
- We believe that every person deserves a fair chance to learn and succeed, and that education is a shared responsibility between staff, parents, students, and community.
- Through consistent hard work from all stakeholders, Centralhatchee has been recognized for high academic achievement with the following accolades:
- Distinguished Title I School Status 2007 – present time

- Governor's Office of Student Achievement for Highest Percentage of Students that Meet/Exceed on CRCT – 2008 – 2011
- National Blue Ribbon School of Excellence – 2008
- Georgia School of Excellence – 2012
- State Superintendent's Distinguished Achievement Award 1st and 5th grade – recognized for being one of the Top Ten Schools in the state with the highest percentage of students exceeding standards – 2009
- Governor's Shape Silver Award for Fitness 2012 and 2013

As the sun rises on each new school day, it is common for the school administrator to tell each student as he/she enters the building to “have a great day”! This early morning greeting sets the stage for a day that will be filled with all types of learning experiences. Centralhatchee students take pride in “working hard and playing hard”! That truly is what makes “Every day is a Great Day at Centralhatchee”!



## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

During the past few years, Georgia has made a lot of changes in the core curriculum that is used by teachers at all grade levels. Due to the changes in the curriculum, the type of state assessment is also undergoing a lot of changes. Currently, all students in grades 3 – 8 are required to take the Georgia Criterion Reference Competency Test (CRCT) which measures student mastery in reading, language arts, math, science, and social studies in all grade levels. The CRCT is designed to measure student achievement on the state mandated curriculum, the Common Core Georgia Performance Standards (CCGPS) beginning in 2013 for language arts and math and the Georgia Performance Standards (GPS) for science and social Studies. Up until 2011, all students in grades 1 – 5 were required to take the CRCT. Also, as of 2011, identified special education students were allowed to take the CRCT-M which is a modified version of the CRCT. Until this year, no students at CES have been identified to take the CRCT-M.

CRCT assessment results identify the level of student achievement in one of three categories: Did Not Meet Standards (Level 1- score below 800); Meets Standards (Level 2 – score of 800 - 849); or Exceeds Standards (Level 3 – score of 850 - 900+). The three performance levels are based on a scale score with the cut or passing score being identified as 800. Top scores vary according to the content area that is tested.

Centralhatchee Elementary takes pride in the fact that our CRCT scores are consistently higher than district and state test score averages. Our scores are typically the highest in our school district as well as surrounding school systems. Centralhatchee's high CRCT scores played a pivotal role in our school having the highest College and Career Ready Performance Index (CCRPI) score (99.1) in our congressional district which led to us being named a 2012 School of Excellence for Highest Performance. Centralhatchee Elementary was one of only 14 schools in the state of Georgia to receive this honor.

During the last several years, Centralhatchee has shown a consistent percentage of students who meet (Level 2) expectations and has shown a steady improvement in exceeding (Level 3) expectations on the CRCT in Math and Reading. In third grade, there has been an increase in reading from 36% exceeding in 2009 to 73% exceeding in 2013. Fourth grade students have increased in the exceeding percentage in reading from 25% in 2009 to 69% in 2013. Fifth grade students have increased in the exceeding percentage in reading from 22% in 2009 to 71% in 2013. Fourth grade students have increased in the exceeding percentage in math from 33% in 2009 to 69% in 2013. Fifth grade students have increased in the exceeding percentage in math from 75% in 2009 to 100% in 2013.

We believe these gains are due to the following:

1. Extensive professional learning opportunities in math and reading regarding implications of new CCGPS curriculum
2. Ongoing data desegregation training
3. Access to a variety of assessment data throughout the year
4. More consistent communication with parents via student agendas
5. Better collaboration between teachers and leaders at the school and district level
6. Increase in professional development opportunities
7. Differentiated classroom instruction
8. Increased tutoring for all students
9. CRCT goal setting conference with all students in grades 3 - 5

Although we have seen a steady increase in scores for the entire student body exceeding standards on the CRCT, there has been a decrease in the percentage of students who exceeded standards for the subgroup Free and Reduced-Price Meals/Socio-Economic/Disadvantaged for 3rd grade on both language arts and math from 2012 to 2013. To assist with closing this gap and to continue to increase the percentage of students that exceed standards, CES made the following changes:

1. Adopted a new math series “Go Math” that is aligned to new Common Core Georgia Standards. This math series promotes higher order thinking and provides access to a variety of materials to differentiate for all students.
2. Established district-wide benchmarks for language arts and math. This additional assessment data has assisted us in differentiating classroom instruction for all learners.
3. Increased instructional time for language arts and provided staff with additional professional learning opportunities to assist with enhancing the language arts curriculum.
4. District hired a reading consultant, to work with kindergarten through third grade teachers on how to lead a guided reading lesson using all five components of reading. As a part of this, the district adopted the "Reads with Sarah" guided reading program for grades kindergarten through third. Fourth and fifth grade also have access to the materials. Next year, we will use the "Reads with Sarah" guided reading materials for all grades.

## **2. Using Assessment Results:**

In order to best meet the needs of all students, Centralhatchee uses a variety of assessment data to analyze and improve student and school performance. All data plays a role in guiding academic instruction and decision making so that all students can experience success. CES uses data from the Criterion-Referenced Competency Test (CRCT), Georgia RESA Assessment of Student Progress (GRASP), Star Math, Star Reading, and Thinkgate, a recently implemented benchmarking system. Other data includes ongoing formative and summative assessments conducted within individual classrooms on a daily basis. As the year progresses, data results are frequently reviewed and discussed during staff meetings so that other professionals can share their thoughts on possible educational strategies that might be employed to enhance the overall learning process.

In addition, teachers keep samples of student work and various types of assessment results in a student folder that graduates with the student each year. Anecdotal notes are also a part of the folder's contents as a means to help the new teacher form a clear picture of what the student is capable of academically and socially. This has proven to be a key factor in student success.

Data results are also a key component in the Response to Intervention (RTI) process since it closely monitors students that are not demonstrating appropriate academic progress. Additional data is collected on students at various levels in the RTI process in order to formulate a more individualized plan of instruction.

As a means to keep our students, parents, and the community informed on the academic progress of our students, Centralhatchee gladly shares academic achievements and assessment results through various means of communication. They are as follows:

1. Individual student and parent conferences are held throughout the year to discuss various data results. As a part of the conference, students are encouraged to set high goals.
2. Teachers use goal charts so that students have a visual means to monitor the academic goals they have set.
3. Individual goals are held with all students in grades 3 – 5 to review previous state test results and to set goals for the upcoming test. This allows the students a chance to share any questions or concerns they may have.
4. Newspaper articles and photos are displayed on the “In the News” board at the entrance of the schools. The community comments about the numerous CES articles published in the newspaper and on-line.
5. Principal readily proclaims school academic successes to all parents and students each morning as she greets them at the car/bus drop-off area.
6. A School and Community Awards Day is held on the last day of school each year. Every student is recognized for their academic success.
7. Report cards are reviewed and signed by the principal. Comments and motivational stickers are placed on them to praise and encourage student.
8. Parents are routinely given a copy of CRCT results along with an explanation.
9. Daily intercom announcements are used to give our students a “call out” for their achievements.

### **3. Sharing Lessons Learned:**

Centralhatchee Elementary readily welcomes fellow educators to observe educational strategies that have proven successful for our students. In return, we ask for them to reciprocate by sharing their success stories with us. CES also serves as a host to student teachers from two local traditional universities as well as online institutions.

One of the local Regional Educational Support Agency (RESA) reading specialist observed and recorded one of our reading teachers to help assist with the development of a reading curriculum class that was established to assist teachers in learning the core fundamentals of teaching reading. To enhance their knowledge of the reading process, district and school level administrators also visit various teachers' classroom at CES to observe best practices in action. Meetings are held to discuss what was observed and to make suggestions that might assist other educators throughout the district.

Centralhatchee Elementary plays an active role as a Professional Learning Community (PLC) by hosting various types of ongoing professional development for other elementary schools. Some of these activities include 1) Fundamental Strategies for Teaching Reading, 2) Understanding How to Use Diagnostic Assessments, 3) Understanding and Applying Common Core Standards, and 4) Hands-on Math Strategies that Work. Grade-level collaborative team meetings are held on a regular basis and include local elementary teachers joining with CES teachers to discuss teaching strategies that have proven successful within their classrooms.

Several CES teachers have been invited to assist in creating Student Learning Objectives (SLO), lesson plans, and benchmark test for various subjects to be shared with teachers within the district and throughout the state. CES teachers attend a variety of professional learning workshops and present the information at staff meetings. Some of these include 1) Advanced SMART Board Techniques, 3) Using Technology in the Classroom, 3) Strategies to Assist the Struggling Reader, 4) Creating a Positive Learning Environment.

Centralhatchee staff members readily share educational books and articles that inspired them to 'sharpen the saw'. These articles are often the topic of discussion during professional learning meetings at local and district level. Other ideas are shared via Facebook, twitter, and other social media sites. The school administrator attends local and regional meeting to share ideas regarding the learning activities that occur within the school. Annual leadership retreats, as well as monthly administrative meetings, are held as a means for school leaders to share a variety of successful learning strategies.

### **4. Engaging Families and Community:**

The Centralhatchee community definitely embraces the old saying that 'it's takes a village to educate a child'! For over 8 decades, the community has teamed with the school to help mold the multitude of students that have attended CES. With this in mind, Centralhatchee Elementary takes pride in involving the community in the learning process. The school administrator has an 'open door' policy that readily promotes parent and community involvement.

Various activities are held throughout the year to invite community members into the school. Activities such as the Community Thanksgiving Luncheon, Annual School-wide Christmas Program and the Fall Festival beckons community members of all ages to be a part of the learning environment. At the end of each school year, young and old come together for a Community Cookout and Awards Day activities to celebrate the successes of another great school year.

Other areas of parent/community involvement include:

- Parents attend an orientation meeting for each grade level in August of each school year.
- School Advisory Council consisting of four parents (two of which are community business representatives), two teachers, and the school administrator meets four times per year to discuss academic, social, and budget issues related to the school. Parents and community members are also invited to the open meeting.

- Monthly newsletters are sent home to parents and other local and county level administrators.
- All CES students are given an agenda at the beginning of the year that goes home daily. Parents are required to sign it and students participate in a daily drawing if their agenda is signed.
- Parents and community members are invited to four academic nights which include Book Bingo, Math Extravaganza, Mad About Science, and Art Show.
- Yearly Book Fair Open House for all Stakeholders
- Trucking Day Career Fair which includes parents and community members.
- Individual teacher's weekly newsletters and website updates
- Regular volunteers that assist in all areas of the school
- School Administrator reviews all report cards and adds congratulatory or encouraging words along with a motivational sticker.
- School administrator greets all students and parents each morning at bus/car drop-off.
- State test results are shared with individual families and community members through letters sent home, newsletters, and articles in the local newspapers.
- Individual comments regarding students' progress and concerns are written in the agendas or emailed to parents on a regular basis.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

At Centralhatchee, our mission statement, “Committed to Educating All Students” clearly projects the overall goal for our school. The school curriculum is aligned to the current Georgia Department of Education curriculum known as the Common Core Georgia Performance Standards (CCGPS) for language arts and mathematics and Georgia Performance Standards (GPS) for all other subjects. Each day students are provided academic instruction in all core curriculum areas; reading/language arts, math, social studies, and science. In addition, students are provided weekly courses in the areas of computer technology, art, music, and physical education.

Our school system has undertaken a district-wide initiative to ensure that all elementary teachers have a clear understanding of how to teach basic reading skills to children. For the past three years, grade level teachers from the elementary schools formed Professional Learning Communities and met monthly for specialized training in the five components involved in reading instruction. Significant professional learning time was given to the development of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension skills. The curriculum is developed to include explicit, spiraled, and developmental instructional practices.

Math instruction gives students knowledge of a variety of mathematical tools and how to decide which tools are needed to solve authentic mathematical situations. Students are expected to know how to explain their thinking process both orally and written and to develop fluency in solving problems.

At the elementary level, students are instructed in life, physical and earth science. Utilization of hands-on activities, as well as student-centered and inquiry-based approaches in science instruction allows students to investigate the world around them. Classroom learning is enhanced through guest speakers, experiments, projects, virtual field trips, and a variety of multi-media presentations. The social studies curriculum provides students with a clear understanding of the past and how it directly impacts the world around them. It assists students in gaining knowledge of the geography of their state (Georgia) as well as the rest of the United States. The social studies curriculum also instructs students on how the governing body at the local, state and federal level works to provide them with a democratic society. Teachers use field trips, visual timelines, guest speakers, book studies, and projects to enhance the curriculum. Career studies is also taught in all grade levels as a means to help promote career exploration.

Technology plays an important role in all areas of the curriculum at CES. During weekly computer classes, students work independently on their individual instructional levels to either remediate or enrich various academic standards. Students are also taught keyboarding skills and various other technology related skills such as creating Power Point presentations, movies, and research projects.

Every CES classroom is also furnished with an iPad, a minimum of 3 computers, an interactive white board, and a class set of interactive student response system devices. The iPads are used by the students as part of their various center rotations. The students use them to listen to stories, review skills, and various assessments. The document cameras combined with SMART board technology allows teachers to demonstrate various learning resources. Examples of this include science experiments, math manipulatives, pictures and reading text. Students and teachers use the interactive SMART board as an instructional tool. Teachers enhance various lessons by using the interactive board as a visual aid to enhance their instruction. Students use it as an instructional tool during small group time. The interactive student response system allows quick access to student assessment data. Teachers use this data to plan for future lessons.

Art and music classes are also a part of our students’ instructional week. Along with this, students are given the opportunity to participate in the CES Chorus and/ or Art Club that meets one afternoon each week. A variety of activities take place annually to support the art, music, and physical education curriculum. Some of these are several musical programs throughout the year, student art show, various art contests, Radio Disney Get Fit Challenge, and the Turkey Trot fitness run.

The ultimate goal of any curriculum is to provide quality instruction that leads students to proficiency in all academic areas. Student performance levels have remained at a consistently high level, serving as a clear indicator that a quality, well rounded curriculum is in place at Centralhatchee Elementary.

## **2. Reading/English:**

A strong reading foundation is essential for a successful educational experience. Over the last 3 years, all teachers at CES participated in rigorous training for teaching reading. Along with this, all resources used to teach reading must include the five components of reading (phonics, phonemic awareness, comprehension, vocabulary, and fluency). The goal was for all teachers to 1) have a clear understanding of what strategies must be taught in order for a student to learn to master the art of reading, and 2) be able to diagnose when there was a problem and devise a plan to rectify it. All Teachers use a variety of researched based resources to deliver the reading curriculum. In grades kindergarten-2nd, a scripted reading program is used that builds foundational skills with explicit instruction in phonemic awareness, phonics, decoding, spelling, and fluency. These grade levels also use a basal reading program which provides basic reading skills instruction.

Students in grades 3 – 5 are taught reading using a variety of instructional materials chosen to enhance their reading level. A basal series is used to teach a variety of grade level appropriate reading skills. In addition, a systematic vocabulary program and a high interest instructional magazine are used to increase vocabulary usage and reading comprehension at a higher lexile level.

All grade levels provide differentiated instruction to small groups of students during daily guided reading. Students are placed in small groups according to their reading level and are allowed to choose from a variety of instructional activities as they rotate through each center. Under-achievers and over-achievers are given a variety of instructional activities to either remediate or enhance their reading ability. Individual assistance is available on an as needed basis during class time and afterschool tutoring, which is open to all students.

Another instructional tool used in all grade levels is the Accelerated Reader (AR) program. As a part of this program, students read books on their independent reading levels and then take comprehension tests. This reading tool is used to meet the individual reading needs of each student and to further develop their reading skills. Students are recognized and awarded for their individual growth.

The mission of the entire reading curriculum is to assist our students in developing skills needed to be fluent readers and enjoy reading. Having well-developed reading skills is also important in the success of other curriculum areas.

## **3. Mathematics:**

Centralhatchee Elementary takes pride in our students' success on the math CRCT. We have consistently increased the percentage of students who exceed the standards on the CRCT. We believe our success is due to the training and consistent disaggregation of various math assessments. As a collaborative team, consisting of all math teachers in the district, teachers and leaders disaggregated the curriculum to see the alignment and what was needed at each grade level to be successful in delivering the curriculum to the students. They also met with RESA math consultants to gather ideas on how to assess the new Common Core Georgia Performance Standards (CCGPS).

At Centralhatchee Elementary, we use CCGPS for our curriculum guide. We use a variety of resources and methods to teach the curriculum; textbooks, hands-on, modeling, class discussions, and technology. Our main goal is to teach our students different methods or tools for solving problems and then how to differentiate which tools work best to solve authentic mathematical problems. We start this by giving them a strong number sense in the primary grades. Students need to be able to understand the meaning of numbers in order to understand how to manipulate them. We also expect our students to be fluent in basic math facts. In teaching mathematics, we frequently use different formative assessments to ensure that our students are progressing.

For under-achievers, teachers use small group instruction to redeliver the lesson. A variety of math resources such as manipulatives, flashcards, instructional games, and specialized computer programs are also used to help remediate students. Volunteers are utilized to give one-on-one assistance to students who lack basic math skills. This type of regular drill and practice has proven very successful so that all needs are met. Students are also taught math songs to help them remember important concept in math.

For over-achievers, teachers use enrichment centers to excel and challenge students. The technology teacher also provides enrichment activities such as advanced instructional computer programs as well as having individual students create math projects to share with the class. Math enrichment activities that involve using geometry and measurement to create art projects are incorporated into art class as well.

Each school year we have a Math Extravaganza during the evening for parents and students to experience math activities together. Activities include curriculum standards from all grade levels. Parents comment on how much they enjoy seeing their children develop a love for math.

#### **4. Additional Curriculum Area:**

At Centralhatchee we believe that Physical Education is important part of the total education of the students. The curriculum used is the Georgia Performance Standards for Physical Education. These standards are based on the National Association for Sport and Physical Education. The goal is to help students develop health-related fitness, physical ability in movement activities, cognitive understanding, and positive attitudes toward physical activity so that they can live healthy and physically active lifestyles. Our belief is that a quality program helps develop mental alertness, positive academic performance, readiness skills, and a love for learning. The PE teacher also works with core curriculum teachers so that he can integrate difficult skills into the P.E. curriculum ( ex. students call out answers to math facts during warm up exercises each day.) This supports our mission, "Committed to Educating all Students."

The state also requires a yearly health assessment of the students that is called Fitness Gram. Fitness Gram for first through third grade requires a recording of the student's height and weight. For grades fourth and fifth, it requires recording the students' height, weight, as well as data on how students perform on specific physical movements such as sit-ups, push-ups, sit-and-reach, and a pacer test.

Over the last few years our physical education program has been involved in many community projects. Some of these are: Jump Rope for Heart, Pennies for Patients, March of Dimes-Walkmania, and Hoops for Hearts. Another project we do yearly is the infamous Turkey Trot. The Turkey Trot involves a total of five class periods where the children run during class and their laps are tallied. The top winners for each grade level win a pair of running shoes and the other winners are presented with frozen turkeys and pies to share with their families.

Other programs that our students participate in as a part of the CES Physical Education Program are: school bus safety, career guidance, and drug and alcohol awareness. The drug and alcohol awareness curriculum is taught in conjunction with Red Ribbon Week. The physical education teacher involves the classroom teachers in other activities for the students for this week. Some of these activities are 1) making drug awareness posters for the school and community buildings, 2) an essay contest, 3) an assembly with local law enforcement, and 4) students decorate the school with 'say no to drugs' paraphernalia.

Centralhatchee has received awards related to our physical education program over the last couple of years. They are: 1) "Get Active, Get Fit School Challenge" for 2013 which is sponsored by Blue Cross/Blue Shield. As a prize, the students are invited to a Radio Disney party at the school. 2) Silver Award for Governor's SHAPE Honor Roll for both 2012 and 2013. The Shape Award is presented by the Governor's office, the department of Education, and the Department of Public Health. It recognizes schools for their participation in the fitness assessment and data reporting and for encouraging and including practices to improve student wellness. With this award, the school was given new physical education equipment and a banner to display in the gym.

Centralhatchee provides a pre-kindergarten (Pre-K) program for 4 year olds that is funded by Georgia Lottery. There is an enrollment limit of 22 students and selection is through a lottery system. The class is instructed by a certified teacher and assistant. The Pre-K school day follows the same guidelines as the other grade levels.

This year the district adopted a new Pre-K curriculum known as the Georgia Early Learning and Development Standards (GELDS). The Early Learning Standards are guidelines that tell us what children should know and be able to do. The core standards are Physical Development and Motor Skills, Social and Emotional Development, Approaches to Play and Learning, Communication, Languages and Literacy , and Cognitive Development.

The new standards began from a need for higher-quality standards for children birth through 5 and a need for better alignment with the Common Core Georgia Performance Standards (CCGPS) for K-12. Research was conducted to ensure that there is an alignment with CCGPS. They examined content, rigor, and age-appropriateness. As a part of the program, a variety of artifacts are collected as part of a student portfolio.

The Pre-K program has proved to be a great asset to the overall school program. According to a poll taken of the district kindergarten teachers, students who attend Pre-K are significantly more prepared for the rigorous kindergarten curriculum. Data recently compiled by the district curriculum director showed that the retention rate for those who attend the Pre-K since the inception of the Pre-K program (over 20 year ago) is considerably less than those who did not attend. This shows that early academics experiences provide a strong foundation for later academic experiences.

## **5. Instructional Methods:**

At Centralhatchee Elementary we believe every student can learn. We assess students several times a year to determine students learning level. These assessments include some of the following: CRCT, Star Reading, Star Math, GRASP, and Scholastic Reading Inventory. The assessment data is used to place students into small group/differentiated instruction for both reading and math. It is also used to determine if the student is being successful. In small group instruction students are challenged at their level. For guided reading, the students are given instructional books/materials on their reading level and must show proficiency before moving onto the next level. Exceptional education students are also served by the resource teacher.

Gifted students also receive additional services from a certified gifted teacher one full day a week. Daily assessments/observations are also used to determine which students need additional academic assistance during the regular instructional day and after or before school during tutorial time. Tutoring is provided free of charge. The assessments also inform us of students that need to be provided enrichment activities as well.

Technology is utilized across all areas of instruction in a variety of ways. The school's computer lab is used for weekly technology classes and by teachers as a method of assessing instruction. Students also use the computer lab to conduct research in various classes. Every classroom at CES is furnished with an iPad, desktop computers, an interactive white board, and a class set of interactive student response system devices. Teachers also have access to a document camera, a poster maker, and a variety of other technology devices that is housed in the media center. Technology devices are readily used by students in all grade levels throughout the instructional day. Teachers also use technology to research best practices.

Student growth is very important. If the assessment data shows that a student is not making progress, they are put into Response to Intervention (RTI). RTI is a tier system to ensure that all students can access the general curriculum with success. The tier system or Pyramid of Intervention includes differentiated instruction, specialized instruction, student support, and/or special educational services. In RTI, teachers work together to find ways to help students become more successful.



## **6. Professional Development:**

At Centralhatchee we strive to be highly trained and knowledgeable in all core curriculum content areas. Professional development is an essential part of the school and county School Improvement Plan. All staff members attend professional development to improve the use of best practices in their classroom or for support services. A number of professional opportunities are provided to all staff through our local Regional Educational Service Agency (RESA). RESA also works with the district to provide on campus professional development.

Over the last few years many of the teachers and staff have had several professional development opportunities. Some of those are; Common Core Georgia Performance Standards, Georgia Performance Standards, Standards Based Classroom, The Five Components of Reading, and Guided Reading. This also provides a wonderful time for networking with other schools and districts. As individuals teachers also have opportunities to attend professional development workshops that they feel will better prepare them to support student achievement and lead to school improvement. They then redeliver the knowledge gained to the whole staff. Some of those topics include; Ways to use an iPad in the classroom, Smart Board Training, Technology in the classroom, Orton Gillingham, GRASP, Gifted Endorsement, Accelerated Reading and Math, PD360, and OASIS. As a staff we also share ideas found, articles or websites that we find useful. The teachers also have observed each other to inform each other of ways to improve their delivery of the standards.

All of these opportunities have given the teachers tools to better understand the standards they are teaching and a better understanding of different methods of delivery of the standards. It has also has given them additional methods to assess the students. In order to support student achievement and school improvement, we believe teachers and staff have to better prepare themselves and the only way to do this is through professional development.

## **7. School Leadership**

Due to the small student body, there is only one administrator at Centralhatchee Elementary School (CES). The current administrator is a 28 year veteran that has been at the school for the past 8 years and recently completed her doctorate with a focus on initiating positive social change within the learning environment. She, like the previous administrators, focuses on maintaining a positive and productive learning environment for all stakeholders. The administrator takes pride in setting high goals for herself as well as the students and staff at CES. This type of pride serves as a beacon for all members of the Centralhatchee school & community family!

Leadership at Centralhatchee Elementary is focused on student success and continuous improvement. In order to make a positive difference in the world, students must be provided with a quality education that encompasses the many talents that helps make each one of them a unique individual. All CES staff members are seen as leaders and play an active role in helping to achieve our school mission, which involves being 'Committed to Educating ALL Students'. By promoting shared leadership throughout the school, the school administrator provides an opportunity for all stakeholders to help make important decisions that affect various educational programs at CES.

Centralhatchee Elementary operates under strong leadership at the local and district level. Both entities work closely together to insure that effective instructional practices and assessments are in place. District level personnel are very supportive of the school administrator and provide guidance through regular visits, monthly administrator meetings and ongoing professional learning. The school administrator ensures that all school personnel have sufficient resources needed in order to provide an equitable and challenging learning experience for all Centralhatchee students.

As the instructional leader of the school, the administrator continually guides staff in a variety of professional learning opportunities which includes disaggregating data from a variety of assessments. She visits classrooms, meets with grade levels of students, and with individual students to promote a thorough

understanding of the curriculum. She observes regularly in the classroom and works with teachers to ensure class instruction accurately aligns with core standards.

Recent staff and parent surveys support that the school leadership complies with policy and procedures as well as plays an appropriate role as the overall leader of the school with an average score 4.45 from the staff and 4.49 from the parents out of a 5 point scale.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Criterion-Referenced Competency  
Test (CRCT)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Riverside

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Meets plus % Exceeds	96	87	94	92	85
% Exceeds	58	67	58	32	48
Number of students tested	26	15	31	25	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Meets plus % Exceeds	91	85	95	91	71
% Exceeds	36	62	53	35	35
Number of students tested	11	13	19	23	17
<b>2. Students receiving Special Education</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>5. African- American Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>6. Asian Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>9. White Students</b>					
% Meets plus % Exceeds	100	100	96	91	89
% Exceeds	60	57	65	32	59
Number of students tested	20	14	23	22	27
<b>10. Two or More Races identified Students</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Criterion-referenced Competency Test (CRCT)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Riverside

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	100	100	97	93
% Advanced	69	68	52	41	33
Number of students tested	16	25	23	29	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	92	100	100	95	78
% Advanced	69	69	50	37	56
Number of students tested	13	13	20	19	9
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	93	100	100	100	83
% Advanced	64	68	56	48	33
Number of students tested	14	19	18	23	24
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Criterion-referenced Competency Test (CRCT)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Riverside

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	96	97
% Advanced	100	80	79	72	75
Number of students tested	24	16	29	25	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	100	94
% Advanced	100	86	75	69	72
Number of students tested	13	14	20	13	18
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	100	100	96	97
% Advanced	100	85	81	72	75
Number of students tested	18	13	26	25	32
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**



# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Criterion-referenced Competency Test (CRCT)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Riverside

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	100	94
% Advanced	73	60	58	36	36
Number of students tested	26	15	31	25	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	100	88
% Advanced	36	54	47	35	18
Number of students tested	11	13	19	23	17
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	86	100	100	93
% Advanced	80	64	61	32	44
Number of students tested	20	14	23	22	27
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Criterion-Referenced Competency Test (CRCT)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Riverside

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	100	100	100	92
% Advanced	69	76	35	34	25
Number of students tested	16	25	23	29	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	92	100	100	100	89
% Advanced	69	77	30	32	11
Number of students tested	13	13	20	19	9
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	93	100	100	100	92
% Advanced	64	79	33	39	25
Number of students tested	14	19	18	23	24
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Criterion-Referenced Competency Test (CRCT)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Riverside

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	100	100	100	97
% Advanced	71	38	34	32	22
Number of students tested	24	16	29	25	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	100	94
% Advanced	69	77	20	31	17
Number of students tested	13	13	20	13	18
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	100	100	100	97
% Advanced	78	79	35	32	25
Number of students tested	18	19	26	25	32
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**